

How will we evaluate our programs and services to ensure improved student learning?

Program evaluation does not have to be separate evaluation methods and/or data points for each program. In some cases, the evaluation may address several programs at the same time.

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| 281—IAC 12.8(1)(e) | 281—IAC 12.8(1)(e) | A school or school district shall develop strategies to collect data and information to determine if the plan has accomplished the goals for which it was established. | <ul style="list-style-type: none"> “Strategies” to collect means the techniques, routines, and/or manner in which data and information are collected with regard to CSIP goals. The development of these strategies might identify how district-wide and building data are managed by individuals and collectively. Strategies to collect data and information are locally determined. | ECSIP1. The comprehensive school improvement plan (CSIP) does not contain evidence that strategies exist to collect data and information to determine if the plan has accomplished the goals for which it was established. 281—IAC 12.8(1)(e) |
| 281—IAC 12.5(12) | 32. Evaluation of gifted and talented program | Each school district shall include in its CSIP the provision to review and evaluate its gifted and talented program. | <p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> The content and frequency of the school district’s evaluation of its gifted and talented programming is locally determined. | <p><i>For public school districts only:</i></p> <p>GT2. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its gifted and talented program. 281 –IAC12.5(12)</p> |
| 281—IAC 12.5(13) | 33. Evaluation of at-risk program | Each school district shall include in its CSIP the plan to review and evaluate the effectiveness of provisions for at-risk students. | <p><i>Note: This requirement applies only to public school districts.</i></p> <ul style="list-style-type: none"> The content, frequency, and method of the school district’s evaluation of its at-risk programming is locally determined. | <p><i>For public school districts only:</i></p> <p>AR4. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its at-risk program. 281—IAC 12.5(13)</p> |

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| Beginning Teacher Mentoring and Induction 281—IAC 83.3(3)(e)(1) and (2) and (3) | 34. <i>Application for state funding</i> Evaluation of mentoring and induction program | An evaluation process for the program, which shall include—(1) an evaluation of the district program goals, (2) an evaluation process that provides for the minor and major program revisions, and (3) a process for how information about the program will be provided to interested stakeholders. | <i>Note: This requirement applies only to public school districts.</i> <ul style="list-style-type: none"> The process and content for the evaluation of the district mentoring and induction programs goals are locally determined. The evaluation process that provides for minor and major program revisions is locally determined. The process for how information about the program will be provided to interested stakeholders is locally determined. | <i>For public school districts only:</i> TQ9. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates its Beginning Teacher Induction and Mentoring program. Beginning Teacher Mentoring and Induction 281—IAC 83.3(3)(e)(1)and (2) |
| District Career Development Plan Iowa Code subsection 284.6(1)(d) and rules scheduled for adoption February 2004: 281—IAC 83.6(2)(a)(5) | 35. Evaluation of professional development: Improvement in instructional practice | <i>Iowa Code subsection 284.6(1)(d)</i> An evaluation component that documents the improvement in instructional practices and the effect on student learning. <i>281—IAC 83.6(2)(a)(5)</i> ...a program evaluation designed for formative and summative evaluation... | <i>Note: This requirement applies only to public school districts.</i> <ul style="list-style-type: none"> The kind and frequency of teacher data about the implementation of instructional strategies collected to determine the effect of professional development on improved instructional practices are locally determined. The kind and frequency of student achievement data collected to determine the effect of professional development on student learning are locally determined. | <i>For public school districts only:</i> TQ10. The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies. District Career Development Plan Iowa Code subsection 284.6(1)(d) TQ11. The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing student achievement data. District Career Development Plan Iowa Code subsection 284.6(1)(d) TQ12. The comprehensive school improvement plan (CSIP) does not contain evidence that the school district evaluates the effectiveness of its district career development plan by analyzing formative and |

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| | | | | summative data. 281—IAC 83.6(2)(a)(5) |
| 281—IAC 41.12(3) | 36. Evaluation of special education services | Each agency, in conjunction with other agencies, the department, or both, shall implement activities designed to evaluate...special education. These activities shall document the individual performance resulting from the provision of special education. | <p><i>Note: This requirement only applies to public school districts.</i></p> <ul style="list-style-type: none"> Evaluation of special education activities includes the process for monitoring progress of students with Individualized Education Programs (IEPs). Progress monitoring is demonstrated in two ways: 1) by IEP goal attainment and 2) level of proficiency on district-wide assessment(s). | <p><i>For public school districts only:</i></p> <p>ESPE1. The comprehensive school improvement plan (CSIP) does not contain evidence about how the district will monitor goal attainment for Individualized Education Programs (IEPs). 281—IAC 41.12(3)</p> <p>ESPE2. The comprehensive school improvement plan (CSIP) does not contain evidence about how the district will monitor district-wide assessment results for students with Individualized Education Programs (IEPs). 281—IAC 41.12(3)</p> |
| Title I, Part A Parental Involvement NCLB Section 1116(a)(1)(B) | 37. <i>Application for federal funding</i> Evaluation of Title I program | <i>Title I, Part A Parental Involvement</i> ...conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial | <p><i>Note: This requirement applies only to public school districts accessing Title I, Part A funds.</i></p> <ul style="list-style-type: none"> The content and process of the annual review of parental involvement for Title I program are locally determined. The district determines progress through the adequate yearly progress goals (AYP). | <p><i>For public school districts accessing Title I, Part A funds:</i></p> <p>TITL1. The comprehensive school improvement plan (CSIP) does not contain evidence that the district using Title I funds conducts an annual review of the effectiveness of parental involvement in Title I programs. Title I Parental Involvement NCLB Section 1116(a)(1)(B)</p> |

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| | | or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. | | |
| Title II, Part A Teacher and Principal Training and Recruiting Fund NCLB Section 2112(b)(2) | 38. <i>Application for federal funding</i> Evaluation of the training and recruiting program | A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement... | <i>Note: This requirement applies only to public school districts accessing Title II, Part A Teacher and Principal Training and Recruiting funds.</i> <ul style="list-style-type: none"> Title II, Part A funds may be expended in the following categories: <ul style="list-style-type: none"> ➤ Recruiting and retaining highly qualified teachers and principals ➤ Professional development programs ➤ Initiatives to retain highly qualified teachers and principals The district may address evaluation of this program through its district career development plan. | <i>This requirement applies only to public school districts accessing Title II, Part A funds.</i> TPTR1. The comprehensive school improvement plan (CSIP) does not contain evidence that the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement. Title II, Part A Teacher and Principal Training and Recruiting Fund NCLB Section 2112(b)(2) |
| Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(11) | 39. <i>Application for federal funding</i> Evaluation of technology usage | <i>Title II, Part D Enhancing Education Through Technology Section 2414(b)(11)</i> A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under this subpart are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State [local] academic content and student academic achievement standards [local content standards and benchmarks]. | <i>Note: This requirement applies only to public school districts accessing Title II, Part D Enhancing Education Through Technology funds.</i> <ul style="list-style-type: none"> The process and accountability measures that the district uses to evaluate the effectiveness of the educational technology plan are locally determined. | <i>For public school districts accessing Title II, Part D funds:</i> FTP6. The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its educational technology plan. Title II, Part D Enhancing Education Through Technology NCLB Section 2414(b)(11) |

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| Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3116(b)(6) | 40. <i>Application for federal funding</i> Evaluation of the program for limited English proficient children | Describe how language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the program develop English proficiency. | <i>Note: This requirement applies only to public school districts accessing Title III funds.</i> <ul style="list-style-type: none"> The content and process of the annual review of its Title III Language Instruction for Limited English Proficient and Immigrant Students program are locally determined. | <i>For public school districts accessing Title III funds:</i> LEP3. The comprehensive school improvement plan (CSIP) does not include evidence of how the district will ensure that its English language instruction educational program assists LEP students to develop English proficiency. Title III Language Instruction for Limited English Proficient and Immigrant Students NCLB Section 3116(b)(6) |
| Title IV, Part A Safe and Drug-Free Schools and Communities NCLB Section 4114(d)(3) and Section 4115(a)(2) (A) and (B) | 41. <i>Application for federal funding</i> Evaluation of Safe and Drug-Free Schools and Communities Program | A description for how the results of the evaluations of the effectiveness of the program will be used to refine, improve, and strengthen the program;... (A) Requirement.—The program for activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures...(B) Use of results—The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, . . . | <i>Note: This requirement applies only to public school districts accessing Title IV Safe and Drug-Free Schools and Communities funds.</i> <ul style="list-style-type: none"> The frequency and methods of “periodic evaluation” are locally determined. | <i>For public school districts accessing Title IV funds:</i> SDF10. The comprehensive school improvement plan (CSIP) does not contain evidence of the periodic evaluation of the district’s Safe and Drug Free Schools and Communities Program to reduce violence and illegal drug use. Title IV Part A Safe and Drug-Free Schools and Communities NCLB Section 4114(d)(3) and Section 4115(a)(2) (A) |

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| Perkins PL 105-332, Part C, Sec. 134(b)(6) | 42. <i>Application for federal funding</i> Evaluation of vocational and technical education programs | Describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient. | <i>Note: This requirement applies only to public school districts accessing Perkins funds.</i> <ul style="list-style-type: none"> The process and content of the evaluation of career and technical programs are locally determined. | <i>For public school districts accessing Perkins funds:</i> PERK2 The comprehensive school improvement plan (CSIP) does not contain evidence about how the district independently evaluates and continuously improves the performance of all of its career and technical education programs. Perkins PL 105-332, Title I, Part C, Sec. 134(b)(6) |
| Perkins PL 105-332, Part C, Sec. 134(b)(7)(A) | 43. <i>Application for federal funding</i> Evaluation of special student populations | Describe how the eligible recipient will review vocational and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. | <i>Note: This requirement applies only to public school districts accessing Perkins funds.</i> <ul style="list-style-type: none"> The district will identify strategies to remove barriers for special populations when data demonstrate a need. The strategies the district identifies to overcome access and achievement barriers for special populations are locally determined. A district will identify special populations from the following groups based upon needs data: male, female, disability, economically disadvantaged, nontraditional training, single parent, displaced homemaker, other educational barriers, limited English proficient, tech prep, American Indian or Alaska native, Asian, black or African American, Hispanic or Latino, Hawaiian or Pacific Islander, white, and unknown/other race. | <i>For public school districts accessing Perkins funds:</i> PERK3 The comprehensive school improvement plan (CSIP) does not include evidence about how the district reviews vocational and technical (career and technical) programs and adopts strategies, when appropriate, for special populations so that access and success is increased in the programs. Perkins PL 105-332, Part C, Sec. 134(b)(7)(A) |

